

OVERVIEW

UNION
ELIZABETH CITY

GRADE SPAN KG-08

ROBERT MORRIS SCHOOL NO. 18

860 CROSS AVE

ELIZABETH, NEW JERSEY 07208-3547

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is very high when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	62	31	100%
College and Career Readiness	86	79	100%
Student Growth	67	59	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **31%** of schools statewide as noted by its statewide percentile and **62%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **79%** of schools statewide as noted by its statewide percentile and **86%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **59%** of schools statewide as noted by its statewide percentile and **67%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

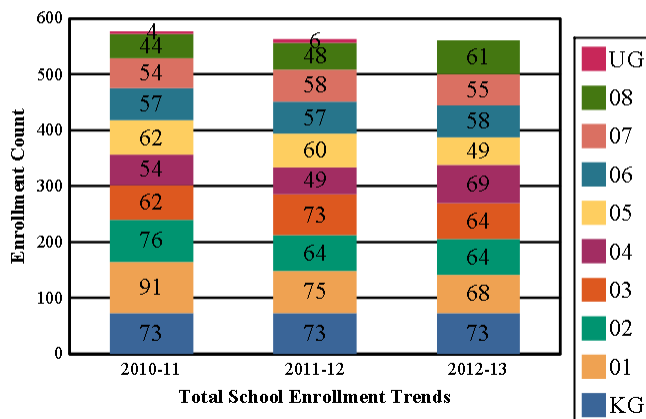
UNION
ELIZABETH CITY

GRADE SPAN KG-08

39-1320-210
ROBERT MORRIS SCHOOL NO. 18
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Enrollment by Grade, in Full Time Equivalent

This graph presents the count of students who were 'on roll' by grade in October of each school year.

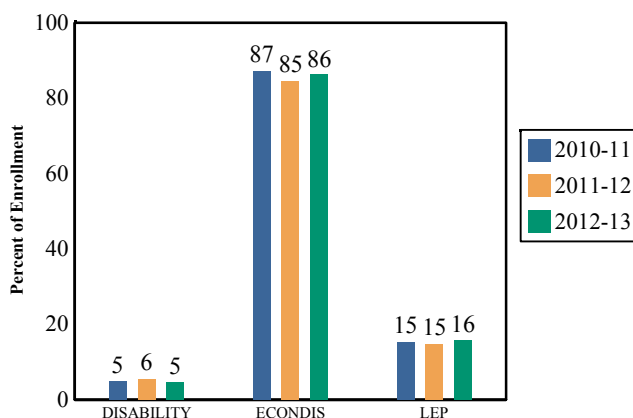


Note: "UG" represents the count of students who are 'on roll' (FTE) in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

2011-12	563
2012-13	561

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	26	5%
Economically Disadvantaged Students	483	86.1%
Limited English Proficient Students	88	15.7%

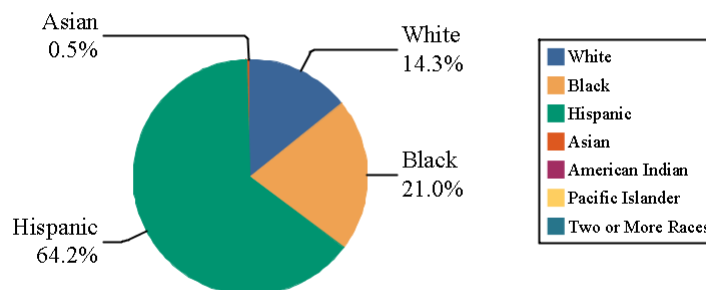
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
Spanish	48.1%
English	36.7%
Portuguese	9.4%
Haitian Creole	3.0%
Arabic	1.1%
Bengali	0.4%
Other	1.5%

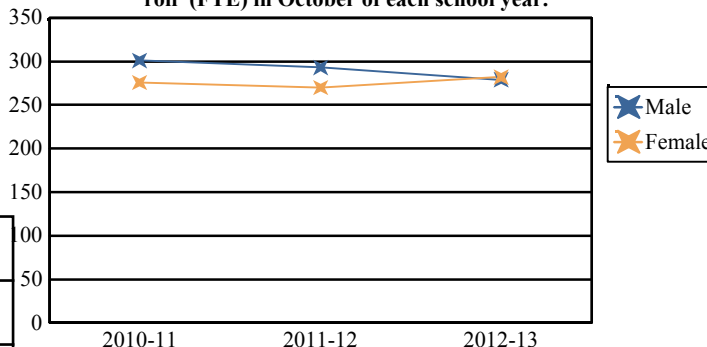
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' (FTE) in October of each school year.



	Male	Female
2010-11	301	276
2011-12	293	270
2012-13	279	282

ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	54%	62	26	100%
NJASK Math Proficiency and above	68%	62	36	100%
SUMMARY - Academic Achievement		62	31	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

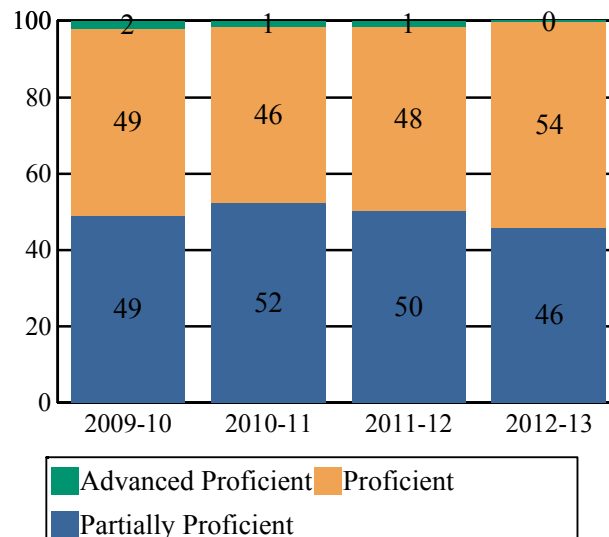
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	302	53.9	56.5	YES*
White	44	56.8	69	YES*
Black	58	48.3	54.6	YES*
Hispanic	199	55.3	54.6	YES
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	272	54.8	55.1	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

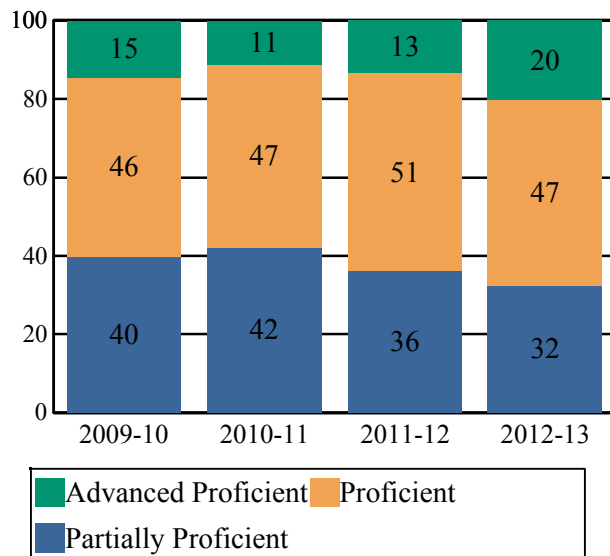
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	305	67.5	64.8	YES
White	44	84.1	73.7	YES
Black	61	54.1	54.7	YES*
Hispanic	199	68.3	66.3	YES
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	274	67.9	63.6	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	68%	32%
White	-	-	-
Black	-	-	-
Hispanic	0%	70%	30%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	0%	64%	36%
Economically Disadvantaged Students	0%	71%	29%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

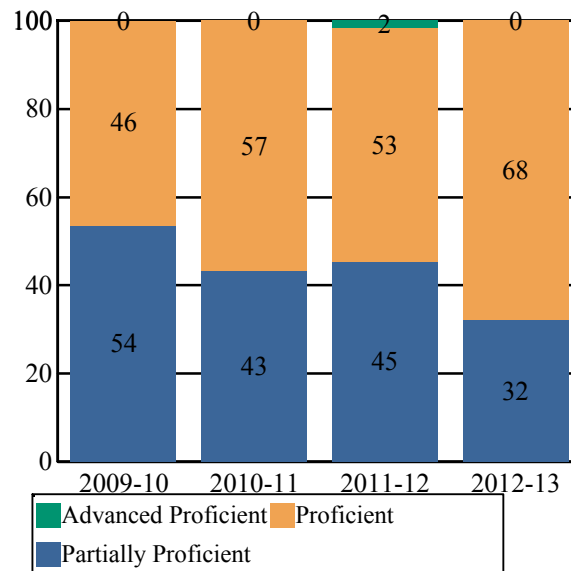
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	46%	54%
White	0%	58%	42%
Black	0%	33%	67%
Hispanic	0%	47%	53%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	47%	53%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

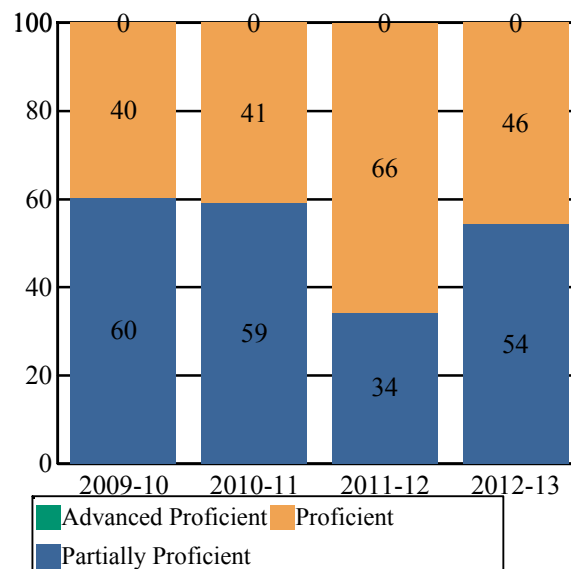
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	43%	58%
White	-	-	-
Black	-	-	-
Hispanic	0%	48%	52%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	42%	58%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

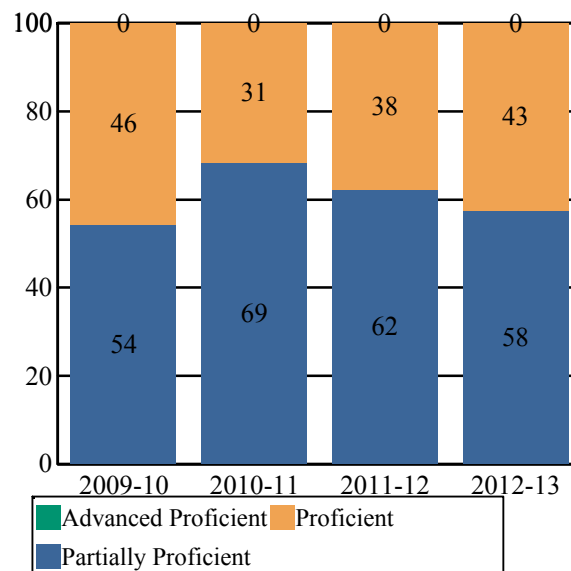
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	43%	57%
White	-	-	-
Black	0%	54%	46%
Hispanic	0%	44%	56%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	45%	55%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

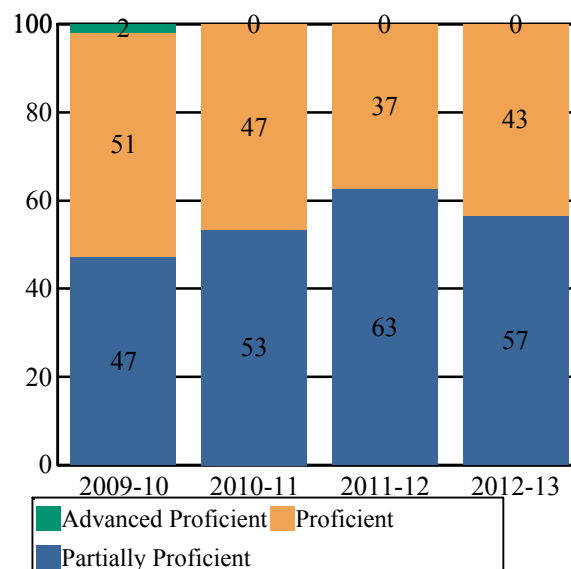
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	46%	54%
White	-	-	-
Black	-	-	-
Hispanic	0%	45%	55%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	43%	58%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

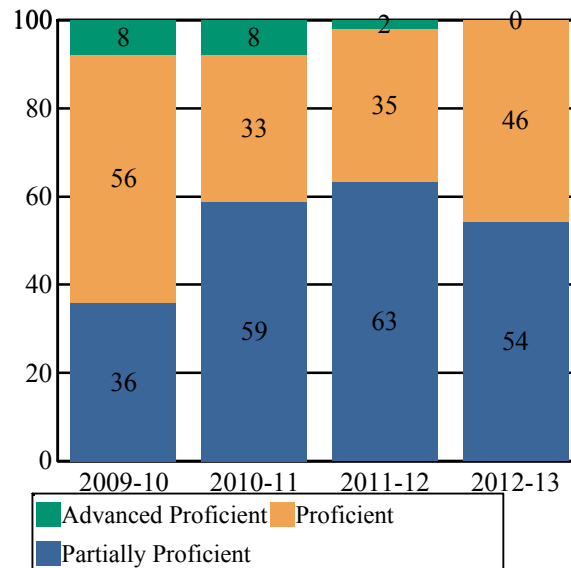
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	74%	25%
White	-	-	-
Black	-	-	-
Hispanic	3%	68%	29%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	73%	24%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

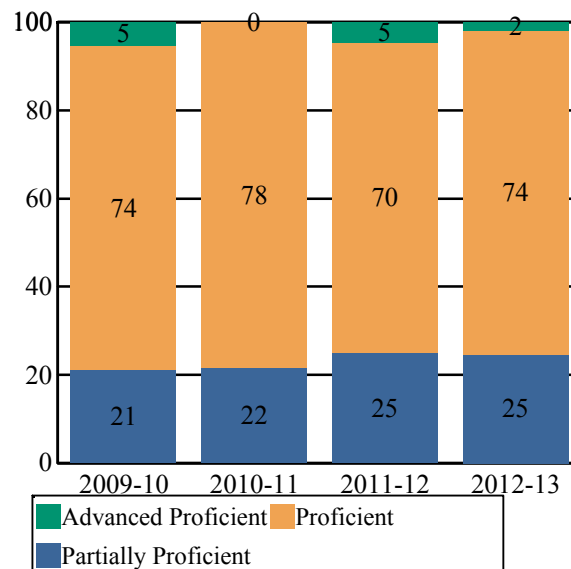
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	54%	13%
White	-	-	-
Black	-	-	-
Hispanic	38%	54%	8%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	9%	82%	9%
Economically Disadvantaged Students	36%	52%	12%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

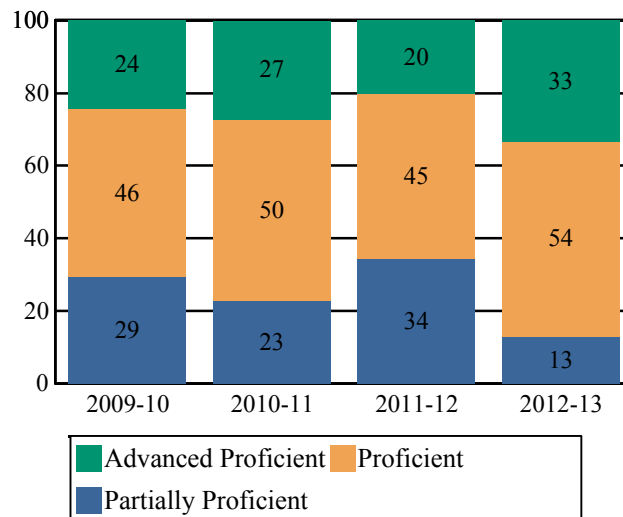
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	21%	50%	29%
White	33%	58%	8%
Black	8%	38%	54%
Hispanic	22%	53%	25%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	18%	57%	24%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

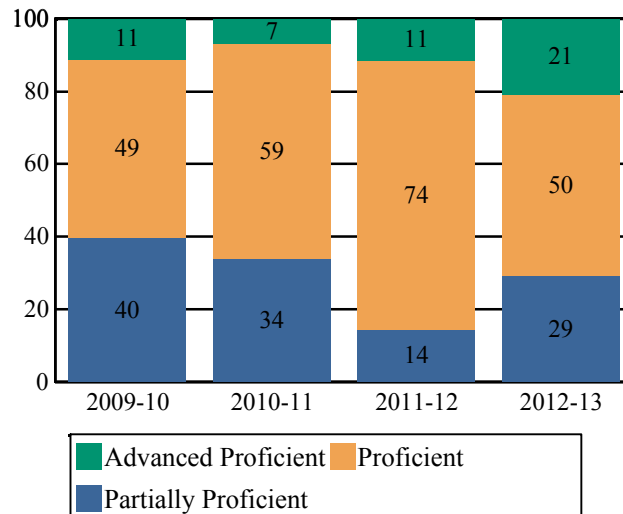
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	38%	43%	20%
White	-	-	-
Black	-	-	-
Hispanic	37%	37%	26%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	36%	44%	19%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

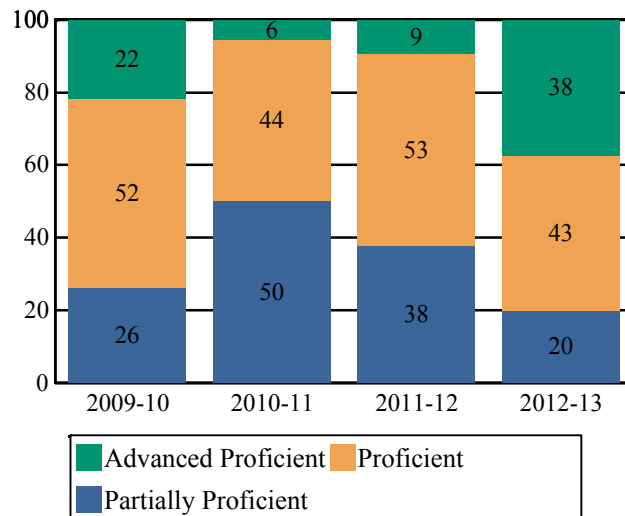
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	55%	36%
White	-	-	-
Black	8%	46%	46%
Hispanic	6%	59%	35%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	10%	53%	37%

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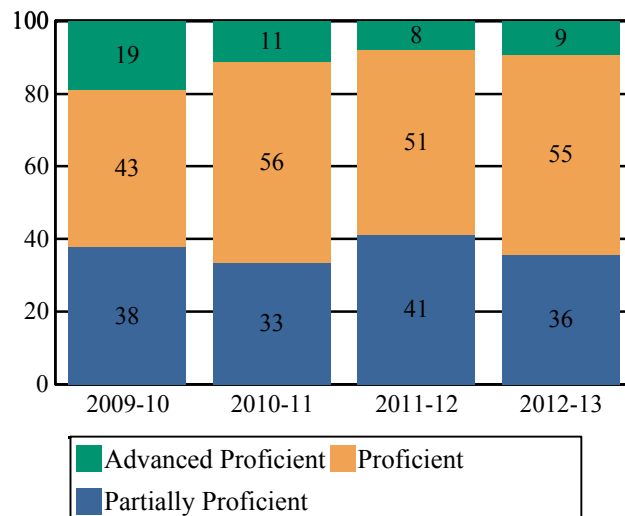
NJASK Proficiency Trends - Math - Grade Level - 05

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NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	32%	62%
White	-	-	-
Black	9%	27%	64%
Hispanic	0%	39%	61%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	32%	66%

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NJASK Results - MATH Grade Level - 08

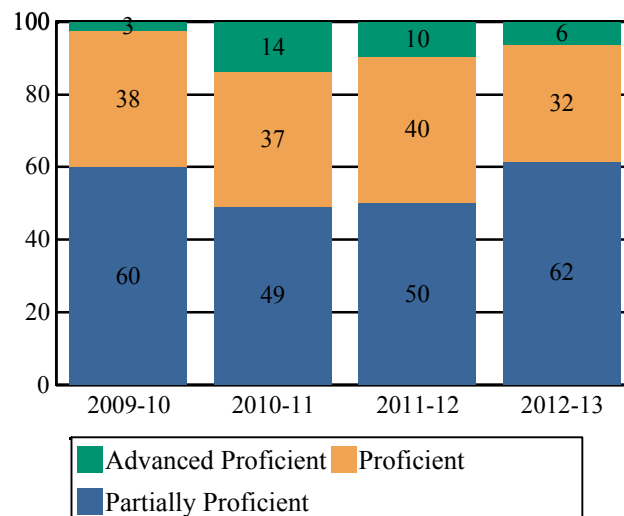
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	47%	36%
White	-	-	-
Black	-	-	-
Hispanic	13%	50%	37%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	18%	45%	37%

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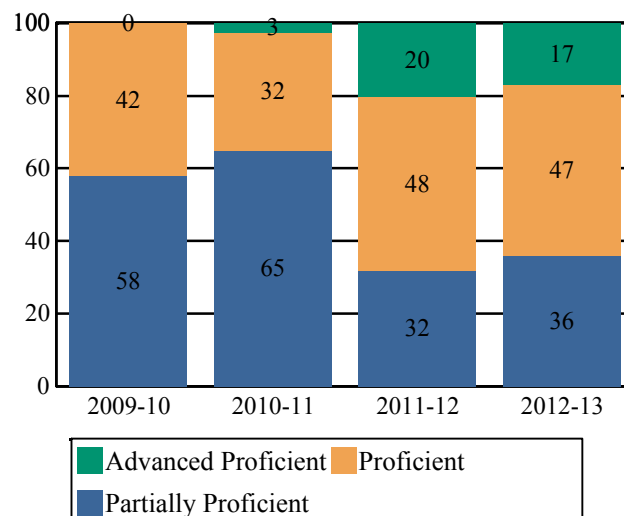
NJASK Proficiency Trends - Math - Grade Level - 07

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NJASK Proficiency Trends - Math - Grade Level - 08

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2013 National Assessment Educational Progress (NAEP)

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Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

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Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

ACADEMIC ACHIEVEMENT

UNION

ELIZABETH CITY

GRADE SPAN KG-08

NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	59%	16%
White	42%	50%	8%
Black	15%	54%	31%
Hispanic	25%	66%	9%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	24%	65%	10%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

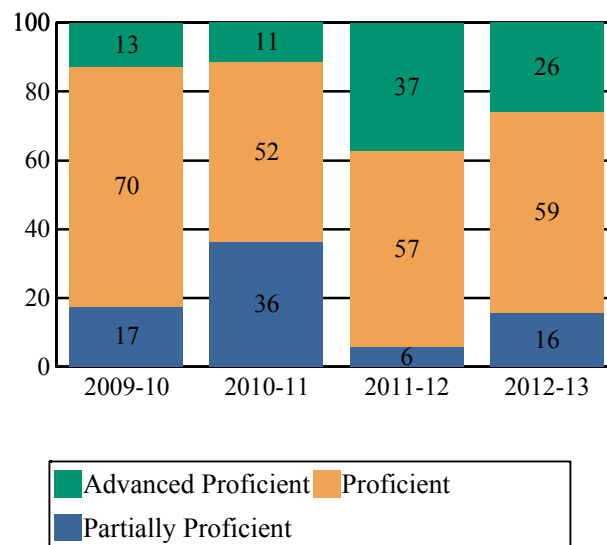
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	47%	47%
White	-	-	-
Black	-	-	-
Hispanic	5%	45%	50%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	47%	47%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

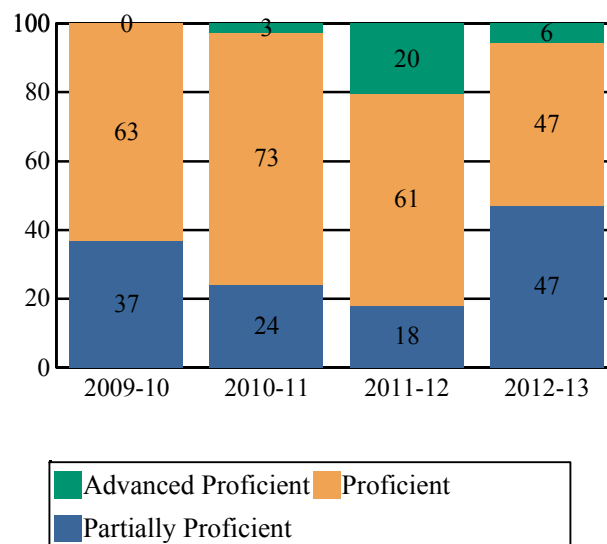
NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

UNION
ELIZABETH CITY

GRADE SPAN KG-08

ROBERT MORRIS SCHOOL NO. 18

860 CROSS AVE

ELIZABETH, NEW JERSEY 07208-3547

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	93%	91	90	20%	YES
Chronic Absenteeism (%)	6%	81	68	6%	YES
Summary		86	79		100%

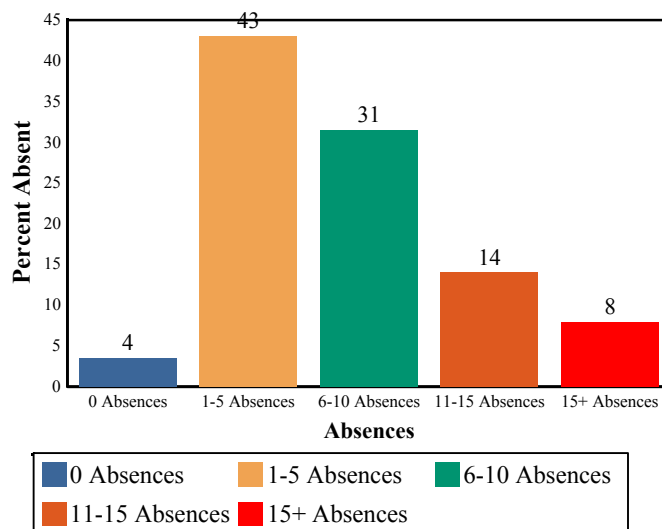
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2012-13	School
Students taking Algebra I	93%
Algebra grade (C or better)	65%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

UNION

ELIZABETH CITY

GRADE SPAN KG-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	46	49	39	35	YES
Student Growth on Math	57	84	79	35	YES
		67	59		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	27%	14%	6%
Proficient	15%	17%	21%
Advanced Proficient	0%	0%	0%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	14%	12%	9%
Proficient	10%	18%	18%
Advanced Proficient	1%	5%	12%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

ELIZABETH CITY

GRADE SPAN KG-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	240	300
75th	214	221
50th	204	204
25th	194	191
0th	165	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	20	30

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	238	300
75th	209	225
50th	193	206
25th	173	183
0th	140	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	42

Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	255	264
50th	227	235
25th	208	201
0th	137	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	63

Grade Level - 04

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	290	300
75th	237	260
50th	211	229
25th	187	201
0th	141	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	59

WITHIN SCHOOL ACHIEVEMENT GAP

UNION
ELIZABETH CITY

GRADE SPAN KG-08

39-1320-210

ROBERT MORRIS SCHOOL NO. 18

860 CROSS AVE

ELIZABETH, NEW JERSEY 07208-3547

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	248	300
75th	213	224
50th	196	205
25th	184	187
0th	140	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	37

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	227	300
75th	207	225
50th	195	209
25th	182	191
0th	146	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	34

Grade Level - 05

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	277	300
75th	256	268
50th	237	237
25th	205	205
0th	143	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	63

Grade Level - 06

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	288	300
75th	222	252
50th	203	225
25th	184	201
0th	137	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	51

WITHIN SCHOOL ACHIEVEMENT GAP

UNION
ELIZABETH CITY

GRADE SPAN KG-08

39-1320-210

ROBERT MORRIS SCHOOL NO. 18

860 CROSS AVE

ELIZABETH, NEW JERSEY 07208-3547

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	225	300
75th	205	231
50th	197	211
25th	187	189
0th	166	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	18	42

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	237	300
75th	223	236
50th	210	220
25th	203	205
0th	148	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	20	31

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	280	300
75th	213	250
50th	190	213
25th	176	183
0th	130	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	67

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	279	300
75th	229	255
50th	210	219
25th	185	188
0th	140	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	67

SCHOOL CLIMATE

UNION

ELIZABETH CITY

GRADE SPAN KG-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	8 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	16.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	7 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	13
Administrators	281

SCHOOL PEER GROUP**Robert Morris School No. 18****39-1320-210**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

Programs, Limited English Proficiency or Special Education Programs:			CDS	GRAD			
COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CODE	ESPAN	FRPL	LEP	SpED
ATLANTIC	ATLANTIC CITY	RICHMOND AVENUE SCHOOL	01-0110-120 KG-08		91.5%	31.3%	12.5%
BERGEN	FAIRVIEW BORO	LINCOLN SCHOOL	03-1470-060 04-08		83.7%	5.4%	19.8%
CHARTERS	CENTRAL JERSEY ARTS CS	CENTRAL JERSEY ARTS CHARTER SCHOOL	80-6217-910 KG-08		82.9%	4.2%	6.0%
CHARTERS	FOUNDATION ACADEMY CS	FOUNDATION ACADEMY CHARTER SCHOOL	80-6017-932 05-11		83.3%	1.4%	10.7%
ESSEX	CITY OF ORANGE TWP	ORANGE PREPARATORY ACADEMY	13-3880-115 08-09		84.6%	9.4%	18.8%
ESSEX	NEWARK CITY	FIRST AVENUE SCHOOL	13-3570-410 PK-08		86.2%	9.0%	8.6%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565 PK-08		83.0%	11.1%	8.7%
ESSEX	NEWARK CITY	MAPLE AVENUE SCHOOL	13-3570-510 KG-08		83.2%	0.0%	8.5%
ESSEX	NEWARK CITY	MT VERNON PLACE SCHOOL	13-3570-570 PK-08		87.0%	14.3%	6.0%
ESSEX	NEWARK CITY	OLIVER STREET SCHOOL	13-3570-590 PK-08		92.2%	33.1%	10.1%
HUDSON	JERSEY CITY	CENTER FOR THE ARTS	17-2390-347 PK-08		82.8%	0.8%	20.1%
HUDSON	JERSEY CITY	CHRISTA MCAULIFFE SCHOOL	17-2390-250 PK-08		81.8%	3.7%	9.6%
HUDSON	JERSEY CITY	INFINITY INSTITUTE	17-2390-002 07-11		81.0%	1.6%	2.7%
HUDSON	JERSEY CITY	JOSEPH H. BRENSINGER SCHOOL	17-2390-360 PK-08		87.7%	15.8%	9.0%
HUDSON	JERSEY CITY	MARTIN LUTHER KING JR. SCHOOL	17-2390-140 PK-08		85.1%	17.8%	6.5%
MERCER	TRENTON CITY	LUIS MUNOZ-RIVERA MS	21-5210-240 06-08		81.9%	0.0%	36.3%
PASSAIC	PATERSON CITY	NEW ROBERTO CLEMENTE	31-4010-316 06-08		89.5%	19.6%	14.7%
PASSAIC	PATERSON CITY	NORMAN S WEIR	31-4010-325 KG-08		83.6%	0.0%	34.6%
PASSAIC	PATERSON CITY	SCHOOL 13	31-4010-170 KG-08		86.3%	13.2%	6.5%
PASSAIC	PATERSON CITY	SCHOOL 20	31-4010-240 KG-08		84.7%	7.4%	22.9%
PASSAIC	PATERSON CITY	SCHOOL 24	31-4010-270 PK-08		87.1%	22.0%	7.8%
PASSAIC	PATERSON CITY	SCHOOL 25	31-4010-280 KG-08		89.2%	19.1%	11.3%
PASSAIC	PATERSON CITY	SCHOOL 3	31-4010-070 KG-08		91.7%	34.7%	9.4%
PASSAIC	PATERSON CITY	SCHOOL 7	31-4010-110 05-08		85.0%	9.8%	29.7%
UNION	ELIZABETH CITY	ABRAHAM LINCOLN SCHOOL NO. 14	39-1320-170 KG-08		87.7%	21.1%	10.3%
UNION	ELIZABETH CITY	MADISON MONROE SCHOOL NO. 16	39-1320-190 PK-08		86.0%	18.2%	4.9%
UNION	ELIZABETH CITY	ROBERT MORRIS SCHOOL NO. 18	39-1320-210 KG-08		86.1%	15.7%	4.1%
UNION	ELIZABETH CITY	TERENCE C. REILLY SCHOOL # 7	39-1320-030 02-08		81.6%	1.1%	0.7%
UNION	PLAINFIELD CITY	HUBBARD MIDDLE SCHOOL	39-4160-060 06-08		87.8%	17.7%	21.5%
UNION	PLAINFIELD CITY	MAXSON MIDDLE SCHOOL	39-4160-070 06-08		87.5%	11.6%	24.1%
UNION	ROSELLE BORO	GRACE WILDAY JUNIOR HIGH SCHOOL	39-4540-060 07-08		84.4%	6.6%	17.3%